

High School APS Survey Rating Description

Each component will be rated on a scale of 0 to 3, as follows:

0 – Minimal level of implementation

1 – Partial level of implementation

2 – Substantial level of implementation

3 – Full level of implementation

All objectives in the academic survey must receive **at least a rating of 2** for the school to be considered as performing that objective at an acceptable level. The 2 rating indicates a substantial level of implementation. The chart below describes the criteria per objective per rating level.

Essential Component	Objective
1. Instructional Program	1.1 School/district provides state standards-aligned English/language arts textbooks in all classrooms for all students enrolled in 9 th and 10 th grade English/language arts courses.
	<p><i>Minimally – None of the students have standards-aligned textbooks in 9th and 10th grade English/language arts courses.</i></p> <p><i>Partially – Some of the students have standards-aligned textbooks in 9th and 10th grade English/language arts courses.</i></p> <p>Substantially – All of the students have standards-aligned textbooks in 9th and 10th grade English/language arts courses.</p> <p><i>Fully – All students have, and appropriately use on a daily basis, standards-aligned textbooks in 9th and 10th grade English/language arts courses.</i></p>
	1.2 School/district provides SBE-adopted reading/language arts intervention program texts for appropriate students.
	<p><i>Minimally – None of the students have SBE-adopted reading/language arts intervention program texts.</i></p> <p><i>Partially – Some of the students have SBE-adopted reading/language arts intervention program texts.</i></p> <p>Substantially – All of the students have SBE-adopted reading/language arts intervention program texts.</p> <p><i>Fully – All students have, and appropriately use on a daily basis, SBE-adopted reading/language arts intervention program texts.</i></p>
	1.3 School/district provides SBE-adopted mathematics textbooks in all classrooms for all students enrolled in remedial mathematics and Algebra I courses.
	<p><i>Minimally – None of the students have SBE-adopted textbooks in Algebra I and remedial mathematics courses.</i></p> <p><i>Partially – Some of the students have SBE-adopted textbooks in Algebra I and remedial mathematics courses.</i></p> <p>Substantially – All students enrolled in Algebra I and remedial mathematics courses have SBE-adopted textbooks.</p> <p><i>Fully – All students have, and appropriately use on a daily basis, SBE-adopted textbooks in Algebra 1 and remedial mathematics courses.</i></p>

Essential Component	Objective
2. Student access to high school standards-aligned core courses	<p>The school's master schedule and English/language arts course pacing schedules reflect effective use of instructional time and provide all students access to the English/language arts instruction needed to master the required skills to pass the language arts and writing components of the CAHSEE.</p>
	<p><i>Minimally—The school's master schedule reflects teacher assignments and instructional minutes sufficient to provide only a few of the students access to the English/language arts courses and instruction needed to master the skills tested on the CAHSEE; course pacing schedules are used by few teachers.</i></p> <p><i>Partially – The school's master schedule reflects teacher assignments and instructional minutes sufficient to provide about half of the students access to the English/language arts courses and instruction needed to master the skills tested on the CAHSEE; course pacing schedules are used by about half of the teachers.</i></p> <p>Substantially – The school's master schedule reflects teacher assignments and instructional minutes sufficient to provide 75 percent of all students access to the English/language arts courses and instruction needed to master these skills as tested on the CAHSEE; course pacing schedules are used by 75 percent of the teachers.</p> <p><i>Fully – The school's master schedule reflects teacher assignments and instructional minutes sufficient to provide all students access to the English/language arts courses and instruction needed to master the skills tested on the CAHSEE. This may include multiple class periods of English/language arts. In addition, course pacing schedules are used by all the teachers.</i></p>
	<p>2.2 The school's master schedule and mathematics course pacing schedules reflect effective use of instructional time and provide all students access to the necessary mathematics courses and instruction needed to master the required skills to pass the related components on the CAHSEE and in Algebra I.</p>
	<p><i>Minimally—The school's master schedule reflects teacher assignments and instructional minutes sufficient to provide only a few of the students access to the mathematics courses and instruction needed to master Algebra I and the skills tested on the CAHSEE; course pacing schedules are used by few teachers.</i></p> <p><i>Partially – The school's master schedule reflects teacher assignments and instructional minutes sufficient to provide about half of the students access to the mathematics courses and instruction needed to master Algebra I and the skills tested on the CAHSEE; course pacing schedules are used by about half of the teachers.</i></p> <p>Substantially – The school's master schedule reflects teacher assignments and instructional minutes sufficient to provide 75 percent of all students access to the mathematics courses and instruction needed to master Algebra I and the skills tested on the CAHSEE; course pacing schedules are used by 75 percent of the teachers.</p> <p><i>Fully – The school's master schedule reflects teacher assignments and instructional minutes sufficient to provide all students access to the mathematics courses and instruction needed to master Algebra I and the skills tested on the CAHSEE. In addition, course pacing schedules are used by all the teachers.</i></p>

Essential Component	Objective
3. Principals' Instructional Leadership Training	<p>3.1 The district provides the school's principal and vice principal(s) with AB 75 Principal Training Program, Module 1 on Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. The training features the district's adopted intervention program for reading/language arts.</p>
	<p><i>Minimally – Neither the principal nor vice principal(s) has made arrangements to take the AB 75 Module I training.</i> <i>Partially – Either the principal or the vice principal(s) has made arrangements to take the AB 75 Module I training.</i> Substantially – Either the principal or the vice principal(s) has had the AB 75 five-day training, including the 40 hours of practicum, and plans exist for the other administrators to be trained within one year. <i>Fully – Both the principal and at least one of the vice principal(s) have had the AB 75 five-day training, including 40 hours of practicum.</i></p>
	<p>3.2 The district provides the school's principal and vice principal(s) with AB 75 Principal Training Program, Module 1 on Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. The training features the district's program for State Board-adopted Algebra I and locally adopted remedial mathematics program in use at their site.</p>
	<p><i>Minimally – Neither the principal nor vice principal(s) has made arrangements to take the AB 75 Module I training.</i> <i>Partially – Either the principal or the vice principal(s) has made arrangements to take the AB 75 Module I training.</i> Substantially – Either the principal or the vice principal(s) has had the AB 75 five-day training, including the 40 hours of practicum, and plans exist for the other administrators to be trained within one year. <i>Fully – Both the principal and at least one of the vice principal(s) have had the AB 75 five-day training, including 40 hours of practicum.</i></p>

Essential Component	Objective
4. Teachers and professional development opportunities	4.1 The district staffs most high school English and mathematics classrooms with fully credentialed teachers and has a plan to have fully credentialed teachers in all classrooms within three years.
	<p>4.1.a <i>Minimally – Few classrooms have fully credentialed teachers.</i> <i>Partially – About half of the classrooms have fully credentialed teachers.</i> Substantially – Seventy-five percent of the classrooms have fully credentialed teachers. <i>Fully – All classrooms have fully credentialed teachers.</i></p> <p>4.1.b <i>Minimally—There is no plan in place to recruit fully credentialed teachers.</i> <i>Partially—There is a limited plan in place to recruit and retain fully credentialed teachers within three years.</i> Substantially---There is an adequate plan in place to recruit and retain fully credentialed teachers within three years. <i>Fully—There is an appropriate plan in place to recruit and retain all fully credentialed teachers within three years.</i></p>
	4.2 The school/district provides 9th and 10th grade English/language arts teachers with AB 466 training.
	<p><i>Minimally - Few of the school's 9th and 10th grade English/language arts teachers have completed AB 466 training.</i> <i>Partially – About half of the school's 9th and 10th grade English/language arts teachers have completed AB 466 training.</i> Substantially – Seventy-five percent of the school's 9th and 10th grade English/language arts teachers have completed AB 466 training, including the practicum, and there is a plan to train the remaining teachers within one year. <i>Fully - All of the school's 9th and 10th grade English/language arts teachers have completed AB 466 training, including the practicum.</i></p>
	4.3 The school/district provides Algebra I mathematics teachers with professional development focused on SBE-adopted instructional materials for Algebra I (AB 466) and provides remedial mathematics teachers with professional development on the instructional materials in use at their site.
	<p><i>Minimally - Few of the school's Algebra 1 mathematics teachers have completed the AB 466 Algebra I training through a State Board-approved provider and few remedial math teachers have completed professional development on the instructional materials in use at their site.</i> <i>Partially – About half of the school's Algebra 1 mathematics teachers have completed the AB 466 Algebra I training through a State Board-approved provide and about half of the remedial math teachers have completed professional development on the instructional materials in use at their site.</i> Substantially - Seventy-five percent of the school's Algebra 1 mathematics teachers have completed an approved AB 466 training on Algebra I and seventy-five percent of the school's remedial math teachers have completed professional development on the instructional materials in use at their site. <i>Fully – All of the school's Algebra 1 mathematics teachers have completed an approved AB 466 training Algebra I and all of the school's remedial mathematics teachers have completed professional development on the instructional materials in use at their site</i></p>

Essential Component	Objective
5. Student Achievement Monitoring System	<p>5.1 The school/district has an assessment and monitoring system (e.g., every 6-8 weeks) to inform teachers and principals on student progress and effectiveness of instruction in 9th and 10th grade English/language arts classes. These assessments, usually referred to as curriculum-embedded, can be the tests that are included in the locally adopted English/language arts textbooks or may be tests based on textbooks. The purpose of these assessments is to help teachers and principals make decisions that will improve instruction and student achievement and provide a basis for the monitoring system.</p>
	<p><i>Minimally – English/language arts curriculum-embedded assessments are rarely used at the school.</i> <i>Partially –English/language arts curriculum-embedded assessments are sometimes used at the school.</i> Substantially – English/language arts curriculum-embedded assessments are regularly in use at the school. <i>Fully – English/language arts curriculum-embedded assessments are regularly used by all teachers and the data from the assessments are used to determine student progress and modify instruction.</i></p>
	<p>5.2 The school/district has a similar assessment and monitoring system for Algebra I and remedial mathematics courses.</p>
	<p><i>Minimally –Algebra 1 and remedial mathematics curriculum-embedded assessments are rarely used at the school.</i> <i>Partially – Algebra 1 and remedial mathematics curriculum-embedded assessments are sometimes used at the school.</i> Substantially - Algebra 1 and remedial mathematics curriculum-embedded assessments are regularly in use at the school. <i>Fully – Algebra I and remedial mathematics curriculum-embedded assessments are regularly used by all teachers and the data from the assessments are used to determine student progress and modify instruction.</i></p>

Essential Component	Objective
6. Ongoing Instructional Assistance and Support	<p>6.1 The school/district provides instructional assistance and support to teachers of English/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.</p>
	<p><i>Minimally – The school district provides little or no instructional assistance to support teachers in delivering English/language arts instruction using the adopted materials.</i></p> <p><i>Partially – The school district provides limited instructional assistance to support teachers in delivering language arts instruction using the adopted materials.</i></p> <p>Substantially – The school district provides adequate instructional assistance to support teachers in delivering English/language arts instruction using the adopted materials.</p> <p><i>Fully – The school district provides appropriate instructional assistance to support teachers in delivering English/language arts instruction using the adopted materials.</i></p>
	<p>6.2 The school/district provides instructional assistance and support to teachers of Algebra 1 and remedial mathematics. The possible options are the same as above with specialists in mathematics.</p>
	<p><i>Minimally – The school district provides little or no instructional assistance to support teachers in delivering Algebra I and remedial mathematics instruction using the adopted materials.</i></p> <p><i>Partially – The school district provides limited instructional assistance to support teachers in delivering Algebra I and remedial mathematics instruction using the adopted materials.</i></p> <p>Substantially – The school district provides adequate instructional assistance to support teachers in delivering Algebra I and remedial mathematics instruction using the adopted materials.</p> <p><i>Fully – The school district provides appropriate instructional assistance to support teachers in delivering Algebra 1 and remedial mathematics instruction using the adopted materials.</i></p>

Essential Component	Objective
7. Teacher/department and subject matter collaboration	7.1 The school/district facilitates and supports teacher department /subject matter collaboration in order to plan and discuss lesson delivery, based on assessment data for the adopted programs in English/language arts.
	<p><i>Minimally – The school/district does not provide time for teachers to collaborate by department and subject matter around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in English/language arts.</i></p> <p><i>Partially –The school/district provides limited opportunities for teachers to collaborate by department and subject matter around issues of curriculum-embedded assessment, instructional planning, and lesson delivery in English/language arts.</i></p> <p>Substantially– The school/district provides regular opportunities for teachers to collaborate by department and subject matter around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in English/language arts.</p> <p><i>Fully - The school/district provides opportunities on a regular and frequent basis (e.g., twice monthly) for teachers to collaborate by department and subject matter around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in English/language arts.</i></p>
	7.2 The school/district facilitates and supports teacher department /subject matter collaboration in order to plan and discuss lesson delivery, based on assessment data, for the adopted programs in mathematics.
	<p><i>Minimally – The school/district does not provide regular time for teachers to collaborate by department and subject matter around issues of curriculum-embedded assessment, instructional planning, and lesson delivery in mathematics.</i></p> <p><i>Partially – The school/district provides limited opportunities for teachers to collaborate by department and subject matter around issues of curriculum-embedded assessment, instructional planning, and lesson delivery in mathematics.</i></p> <p>Substantially– The school/district provides regular opportunities for teachers to collaborate by department and subject matter around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in mathematics.</p> <p><i>Fully - The school/district provides opportunities on a regular and frequent basis (e.g., twice monthly) for teachers to collaborate by department and subject matter around issues of curriculum-embedded assessment, data review, instructional planning, and lesson delivery in mathematics.</i></p>

Essential Component	Objective
8. Intervention programs for students below grade level	8.1 School/district provides (a) SBE-adopted intervention programs, offered as a separate, extended-period class, for all students requiring intensive intervention in English/language arts, i.e., those who are unable to demonstrate proficiency in sixth grade standards, and (b) appropriate instructional strategies for those students requiring strategic intervention, i.e. students at or above the 6th grade reading/language arts standards but are unable to pass the English/language arts portion of the CAHSEE.
	<p><i>Minimally –The school has used diagnostic tests to determine a few students who require intervention in English/language arts, and/or has distributed the SBE-adopted reading/language arts intervention materials to a few classrooms and participating students.</i></p> <p><i>Partially –The school has used diagnostic tests to determine about half of the students who require intervention in English/language arts, and/or has distributed the SBE- adopted reading/language arts intervention materials to some classrooms and participating students.</i></p> <p><i>Substantially-The school has used diagnostic tests to determine 75 percent of the students who require intervention in English/language arts, has distributed the SBE- adopted reading/language arts intervention materials to most classrooms and participating students, and is providing these students with intervention support.</i></p> <p><i>Fully- The school has used diagnostic tests to determine all students who require intervention in English/language arts, has distributed the SBE-approved reading/language arts intervention materials to all classrooms and participating students, and is (a) offering as a separate, extended-period class, SBE-adopted intervention programs based on the reading level of students who are unable to demonstrate proficiency in sixth grade standards, and (b) providing appropriate instructional strategies for those students requiring strategic intervention and/or at risk of failing the English/language arts portion of the CAHSEE.</i></p>

Essential Component	Objective
	<p>8.2 School/district provides (a) intervention programs offered as a separate, extended-period class, for all students requiring intensive intervention in mathematics, i.e., those who are unable to demonstrate proficiency in 7th grade mathematics standards, and (b) appropriate instructional strategies for those students who are unable to demonstrate proficiency in Algebra I and/or are at risk of failing the mathematics portion of the CAHSEE.</p> <p><i>Minimally –The school has used diagnostic tests to determine a few students who require intervention in mathematics, and/or has distributed the SBE-adopted remedial mathematics or locally adopted materials to a few classrooms and participating students.</i></p> <p><i>Partially –The school has used diagnostic tests to determine about half of the students who require intervention in mathematics, and/or has distributed the SBE-adopted remedial mathematics or locally adopted materials to some classrooms and participating students.</i></p> <p><i>Substantially-The school has used diagnostic tests to determine seventy-five percent of the students who require intervention in mathematics, and has distributed SBE-adopted remedial mathematics materials and locally adopted mathematics materials to most classrooms and participating students. The school is providing these students with additional support.</i></p> <p><i>Fully- The school has used diagnostic tests to determine all students who require intervention in mathematics, has distributed remedial mathematics materials to all classrooms and participating students, and is (a) offering as a separate, extended-period class, an intervention program based on the mathematics skills level of students who are unable to demonstrate proficiency in 7th grade mathematic standards, and (b) providing appropriate instructional strategies for those students requiring strategic intervention in Algebra I and/or are at risk of failing the mathematics portion of the CAHSEE.</i></p>

Essential Component	Objective
9. Fiscal Support	9.1 The school/district general and categorical funds are used appropriately to support the English/language arts program goals in the school plan.
	<p><i>Minimally– The school/district uses its general and categorical funds to support a few of the English/language arts program goals in the school plan.</i></p> <p><i>Partially – The school/district uses its general and categorical funds to support about half of the school's English/language arts program goals in the school plan.</i></p> <p>Substantially – The school/district uses its general and categorical funds to support seventy-five percent of the school's English/language arts program goals in the school plan.</p> <p><i>Fully –The school/district uses its general and categorical funds to support all of the school's English/language arts program goals in the school plan.</i></p>
	9.2 The school/district general and categorical funds are used appropriately to support the mathematics program goals in the school plan.
	<p><i>Minimally– The school/district uses its general and categorical funds to support a few of the mathematics program goals in the school plan.</i></p> <p><i>Partially – The school/district uses its general and categorical funds to support about half of the school's mathematics program goals in the school plan.</i></p> <p>Substantially – The school/district uses its general and categorical funds to support seventy-five percent of the school's mathematics program goals in the school plan.</p> <p><i>Fully –The school/district uses its general and categorical funds to support all of the school's mathematics program goals in the school plan.</i></p>